

Mental health and wellbeing and how we prepare trainee teachers to work in school.

The University of Worcester's provision as a basis for discussion.

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Mental health is a big issue for young people...

- 1 in 8 children have a diagnosable mental health disorder – that's roughly 3 children in every classroom (i).
- 1 in 6 young people aged 16-24 has symptoms of a common mental disorder such as depression or an anxiety disorder (ii).
- Half of all mental health problems manifest by the age of 14, with 75% by age 24 (iii).
- In 2017, suicide was the most common cause of death for both boys (16.2% of all deaths) and girls (13.3%) aged between 5 and 19 (iv).
- Nearly half of 17-19 year olds with a diagnosable mental health disorder has self-harmed or attempted suicide at some point, rising to 52.7% for young women (v).

It has a big impact in adulthood...

- 1 in 3 adult mental health conditions relate directly to adverse childhood experiences (vi).
- Adults who experienced four or more adversities in their childhood are four times more likely to have low levels of mental wellbeing and life satisfaction (vii).

Young people need more support...

- Less than 1 in 3 children and young people with a diagnosable mental health condition get access to NHS care and treatment (viii).
- The average median waiting time for children in 2017/18 was 5 weeks to receive an initial assessment and 9 weeks to receive treatment (ix).
- In a YoungMinds survey, three-quarters (76%) of parents said that their child's mental health had deteriorated while waiting for support from Child and Adolescent Mental Health Services (CAMHS) (x).
- In total, less than 1% of the total NHS budget is spent on children and young people's mental health services (xi).
- The number of A&E attendances by young people aged 18 or under with a recorded diagnosis of a psychiatric condition has almost tripled since 2010 (xii).

‘...roughly 3 children (1 in 8) in every classroom have a diagnosable mental health disorder...’

‘...76% of parents said that their child’s mental health had deteriorated while waiting for support from Child and Adolescent Mental Health Services (CAMHS).’ -

Time to Change

- More than four in five trans young people have self-harmed, as have three in five lesbian, gay and bi young people who aren't trans
- More than two in five trans young people have attempted to take their own life, and one in five lesbian, gay and bi students who aren't trans have done the same

What pupils said

“ I felt like whatever I was doing was worthless. Even if I did well in school, it wouldn't matter to people because all they would care about is me being gay.

ZOE, 12, SECONDARY SCHOOL PUPIL, ENGLAND

‘...three in five lesbian, gay and bi young people have self-harmed...four in five who are trans’ - Stonewall

Personal development

28. Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:
- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
 - the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
 - at each stage of education, the provider prepares learners for future success in their next steps
 - the provider prepares learners for life in modern Britain by:
 - equipping them to be responsible, respectful, active citizens who contribute positively to society
 - developing their understanding of fundamental British values
 - developing their understanding and appreciation of diversity
 - celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

‘...inspectors will make a judgement on the personal development of learners by evaluating the extent to which:...the providers wider work...help them to know how to keep physically and mentally healthy’ -

Education inspection framework



Similarly, the ITT Core Content Framework has been reviewed with consideration with how to best prepare trainee teachers to support pupils with their mental health, including – but not limited to – by creating respectful cultures within their classrooms where pupils feel motivated and valued. Throughout, the ITT Core Content Framework highlights the importance of building strong, positive relationships with pupils – as well as their parents and carers – as a means of supporting all pupils to achieve.

‘...how to best prepare trainee teachers to support pupils with their mental health...’ - ITT core content framework

‘Supporting the wellbeing of trainees and their preparation to support their learners’ is likely to feature in the new framework.’ - Pending ITE inspection framework



Teachers experiencing record levels of stress

A report by Education Support, a charity that gives mental health help to education professionals, reveals that current teachers suffer from more severe psychological problems than at any point this century, as the school workforce is being pushed to "breaking point". The charity predicts school standards will fall and mental health problems in the classroom will multiply if the government does not act quickly to offer teachers more support. The report shows that three-quarters of teachers and 84% of school leaders now describe themselves as "stressed", over a third of education professionals have experienced a mental health issue in the past academic year, while 49% believe their workplace is having a negative impact on their mental health and wellbeing. The charity's chief executive, Sinéad McBrearty, said the sector was now at breaking point and claimed if the situation continued, it would result in "burnt-out leaders on an industrial scale" and schools would face huge problems recruiting and retaining staff.

The Observer, Page: 26

‘...current teachers suffer from more severe psychological problems than at any point this century...’ - Report in the guardian



Mindfulness



Creating a culture



Yoga



WHAT DO YOU PERCEIVE AS BEING THE BENEFITS OF USING TWITTER AS A TRAINEE, TEACHER OR SCHOOL LEADER?
PLEASE USE THE HASHTAG >> #UWPGCE19

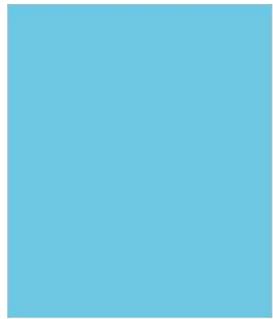


Twitter



Couch 2 5k

University mile



Professional studies sessions that take an embedded approach pupil well-being:

E safety

Safeguarding

Prevent training

Disadvantaged pupils

Diversity Day (transgender, LGB, FGM, LAC, religion etc.)

SEND

EAL

SMSC

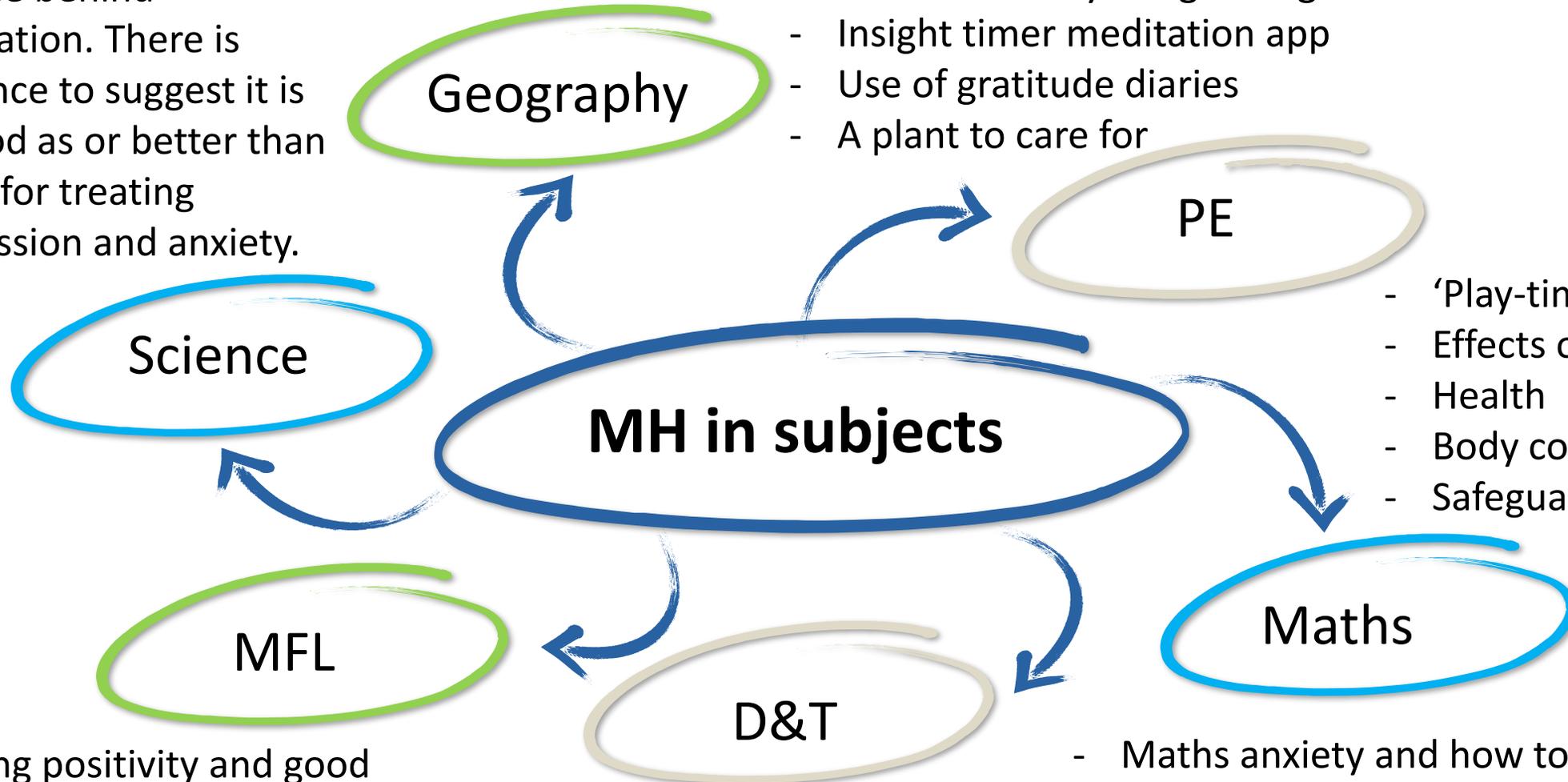
Character education

PSHE

RSE

- Science behind meditation. There is evidence to suggest it is as good as or better than drugs for treating depression and anxiety.

- Climate anxiety is a growing area of concern
- Insight timer meditation app
- Use of gratitude diaries
- A plant to care for



Science

Geography

PE

MH in subjects

MFL

D&T

Maths

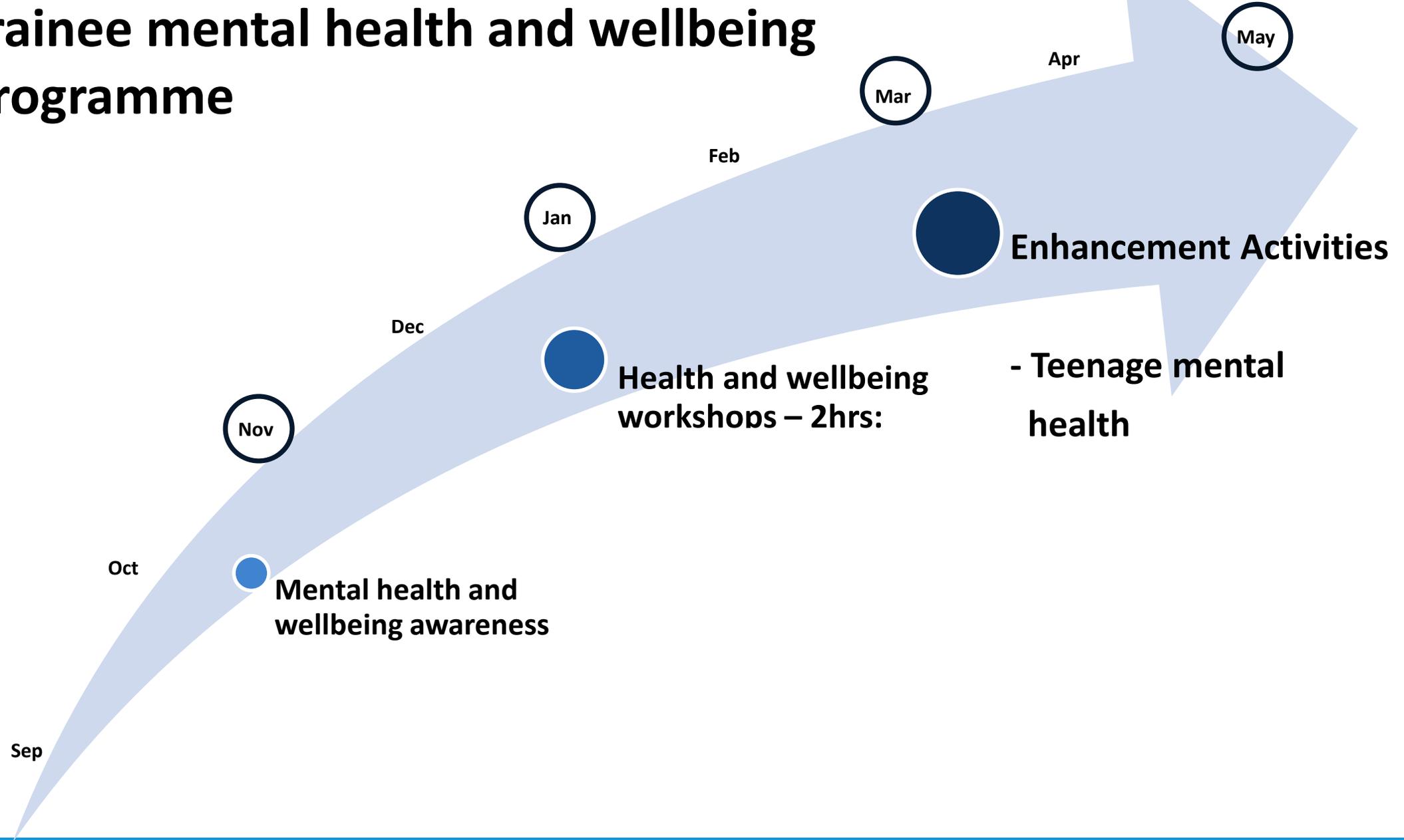
- Sharing positivity and good practice, tutor and peers
- Practise gratitude, especially during winter
- Tutorials

- Impact diet has on mental health
- Brain fuel
- Cooking as mindfulness

- Maths anxiety and how to support pupils is considered as part of affective domain session
- Growth zone model
- Hand model of the brain

- 'Play-time'
- Effects of exercise
- Health
- Body confidence
- Safeguarding

Trainee mental health and wellbeing programme



Teenage Mental Health Enhancement Activity

The aim of the Mental Health Enhancement Activity is for PGCE students to develop an empathic, compassionate, child centred attitude and to consider the lives of their students beyond the school walls.

The Enhancement Activity will explore:

- Mental Health issues teachers will face in the classroom and practical strategies to help students.
- The Adolescent brain and its vulnerability for Mental Health problems.
- The impact of Adverse Childhood Experiences (ACEs), Attachment Styles and Core Beliefs on the Mental Health of Teenagers.
- How to open up conversation about Mental Health and the importance of validating the feelings of students who are struggling.
- Skills to develop and raise students' Emotional Intelligence.
- Ways to look after their own Mental Health as they face the challenges of being a teacher.

I wish my teacher knew.....

I chose the Mental Health EA because.....



The Mental Health challenges I expect to experience in the classroom are.....

These are some of the things I do to look after my own Mental health.....

All the students were asked to complete this sheet before the EA session commenced.

Name.....

Examples of Core Beliefs

I am a failure

I am bad

I am unlovable

I am inadequate

I am not good enough

I am a mistake

I am stupid

I am unworthy/worthless

I am incompetent

I am broken

I am useless

These are some common core beliefs.

PGCE students were asked to consider how these beliefs might impact on Children's Mental Health and learning?

Worthlessness

Thinking traps

Suicidal thoughts

Addiction

Not good enough

Violence

Self Harm

Anger

Auditory hallucinations

Low mood

Anxiety

Panic attacks

Paranoia

Beneath every behaviour is a feeling. And beneath each feeling is a need. And when we meet that need rather than focus on the behaviour, we begin to deal with the cause not the symptom.

LOSS

- Parental split
- Absent parent
- Death of parent
- Parent in prison

ACEs Trauma

Emotional neglect

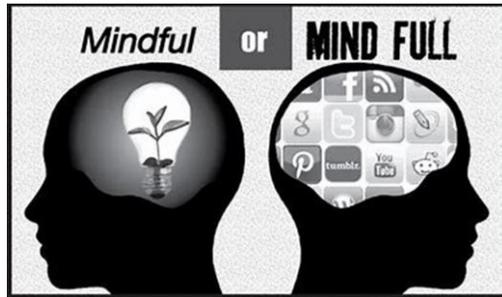
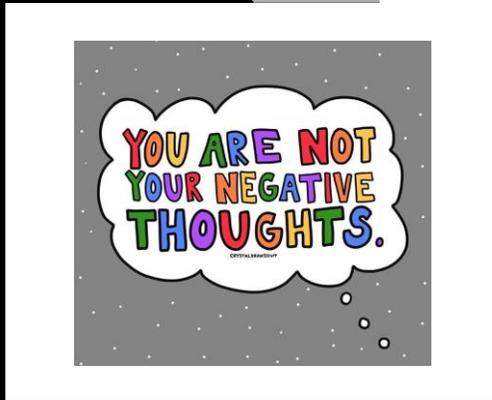
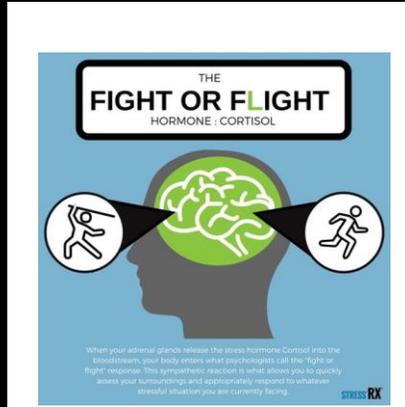
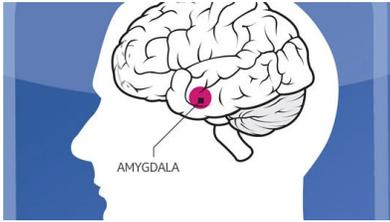
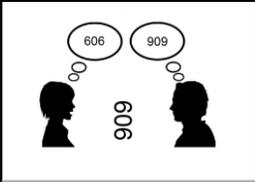
Unmet needs/neglect

Parents with poor
Mental Health
& Addictions

Abuse - physical/sexual



When you change the way
you look at things, the
things you look at change.



I wish people knew that my mental health is so physical too:



The EA will include:



Teachers play a vital role in promoting, encouraging and developing good Mental Health with children so they can thrive and engage in their learning. One thing we can be sure of is that children achieve their best when they feel happy, confident and secure.

PGCE students will be introduced to Mindfulness activities to help promote good Mental Health in their classroom including Chocolate meditation.

Videos that will be included in the EA



Evolution of the Human Mind



Attachment Styles



Stress Management for Teenagers



Brain development in Teenagers



ACES

Recommended reading

- **The Way of Mindful Education Cultivating Well-Being in Teachers and Students** *Daniel Rechtschaffen*
- **The school of life An Emotional Education** *Alain De Botton*
- **Notes on a Nervous Planet** *Matt Haig*
- **Sapiens** *Yuval Noah Harari*
- **Mindfulness guide for the frazzled** *Ruby Wax*
- **I ♥ ME** *David R. Hamilton*
- **Why Love Matters** *Sue Gerhardt*
- **Full Catastrophe Living** *Jon Kabat Zinn*
- **The Stress Solution** *Dr Rangan Chatterjee*

- **Dr Rangan Chatterjee's podcast.**
<https://drchatterjee.com/blog/category/podcast/>

Impact



Reflections

Mental health is such an important aspect of everyone's life: teachers, students, friends, family. EVERYONE

Reflections

Let's see Teenage Mental Health as I can become aware of the signs and offer guided/informed support to peers

Reflections

The enhancement activity i have chosen is Teenage Mental Health. The introductory session was a session that context of what the course will offer me. I feel that up until recently, mental health has been a sensitive topic that awareness and publication that it needs in modern day society. Increasingly in schools today, there are more awareness from mental illnesses and i believe the proportion of teachers that actually have the knowledge and experience is inadequate! To

to understand w
started this cour
my abilities is th
enhancement is
Therefore i am v



Miss Hall
@MissClaireHall

- Practice gr
- Recognise
- Remembe

Absolutely loved my Mental Health enhancement activity session on Friday and I've been doing loads of reading on it ever since! But... It's now 7:20 on Sunday evening and I need to write two lesson plans for Wednesday by the morning 😂 so much for a relaxing evening 😂 #uwpgce19

it goes a lot deeper
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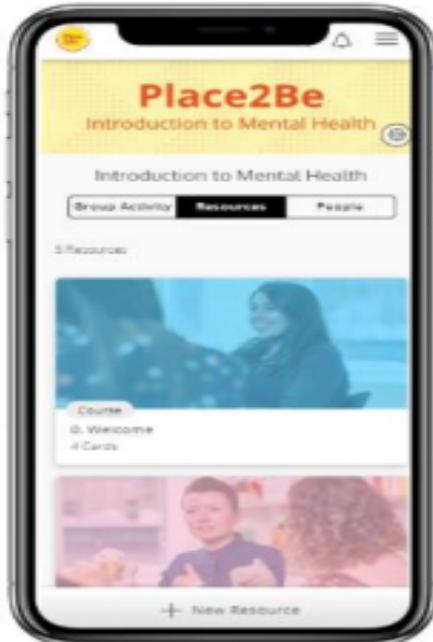
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7:19 pm · 24 Nov 2019 · Twitter for Android

Future opportunities

Be part of a Place2Be online pilot programme: Introduction to Mental Health

We are offering a selection of institutions free places to pilot an online programme we are developing at Place2Be. The programme has grown out of our work in schools over the last 25 years. It is an introduction to mental health comprising 4 online modules, each one providing about 90-minutes of learning to be completed over 3 weeks (c.30 minutes per week).



Module 1

Understanding mental health: Introduction to themes

Module 2

Nature and nurture: Attachment Theory, child development and adverse childhood experiences (ACEs)

Module 3

How can I help: Strategies for teachers to support positive mental health

Module 4

Looking at mental health in school communities, starting with you

Headspace for Educators

Headspace offers free access to all K-12 teachers, school administrators and supporting staff in the US, UK, Canada and Australia.

*For US educators, please select your state based on what letter your school district name starts with and enter your school email address. If you're not allowed access on the next page, please fill out this [form](#).

SELECT SCHOOL LOCATION ▾



Resources for schools

Time to change

Mental health quiz - <https://www.time-to-change.org.uk/mental-health-quiz>

Youth mental health stats - <https://youngminds.org.uk/about-us/media-centre/mental-health-stats/>
<https://www.time-to-change.org.uk/get-involved/get-involved-schools/mental-health-resources-teachers>

Anna Freud National Centre for Children and Families

Teacher toolkit - <https://www.annafreud.org/wahmhtoolkit>

'We all have mental health' video - <https://www.youtube.com/watch?v=DxIDKZHW3-E>
<https://www.winstonswish.org/supporting-you/support-for-schools/>

Winston's Wish

<https://www.youtube.com/watch?v=7yp9ql1puws>
<https://www.winstonswish.org/supporting-you/support-for-schools/>

Other resources

<https://www.youtube.com/watch?v=iG-eakjbxs>
<https://youngminds.org.uk/resources/school-resources/>

Reading for teacher educators



Armstrong, D., Macleod, G. & Brough, C. (2019) 'Work done in the margins: A comparative study of mental health literacy in pre-service teacher education in Australia and in Scotland', *Journal of Research in Special Educational Needs*, Vol. 19, 4, pp. 334-343.

Askell-Williams, H. & Murray-Harvey, R. (2016) 'Professional education for teachers and early childhood educators about mental health promotion.' In R. Shute & P. Slee (eds), *Mental Health and Wellbeing through Schools: The Way Forward*, pp. 75– 86. London: Routledge.

Bonell, C., Humphrey, N., Fletcher, A. L., Moore, L. R., Anderson, R. & Campbell, R. (2014) 'Why schools should promote students' health and wellbeing.' *British Medical Journal*, **7958**, pp. 348.

Bostock, J., Kitt, A. R. & Kitt, C. (2011) 'Why wait until qualified?: The benefits and experiences of undergoing mental health awareness training for PGCE students.' *Pastoral Care in Education*, **29**, pp. 103– 15.

Graetz, B. (2016) 'Student mental health programs: current challenges and future opportunities.' In R. Shute & P. Slee (eds), *Mental Health and Wellbeing through Schools: The Way Forward*, pp. 3– 11. London: Routledge.

Roffey, S. (2012) 'Pupil wellbeing – teacher wellbeing: two sides of the same coin?' *Educational and Child Psychology*, **29**, pp. 8– 17.